

Eltham High School



Guidelines for the Student Engagement Policy and Implementation

**Produced in consultation with the
Eltham High School Community**

**To be read in conjunction with
*Effective Schools are Engaging Schools –
Student Engagement Policy Guidelines***

Table of Contents

1. School Profile Statement	3
EHS Purpose Statement:	4
2. Whole School Prevention Statement	3
Teaching & Learning (Cognitive):	6
School-wide Pedagogies - EHS Principles of Teaching and Learning	6
Instructional Strategies that affect Student Achievement	7
Wellbeing (Emotional)	7
Management (Behavioural):	9
3. Rights & Responsibilities Statement:	12
Guiding Principles:	12
Rights and Responsibilities of the School Community	14
Rights and Responsibilities of Students	14
Rights and Responsibilities of Staff	14
Rights and Responsibilities of Parents/Carers/Community members	15
4. Shared Expectations:	16
5. School Actions and Consequences	18
Consequences - Discipline Procedures:	18
6. References:	19
7. Attachments	20
Eltham High School Student Code of Conduct	20
General Statement	20
Rights and Responsibilities	20-21
Shared Expectations:	24
School Rules:	24
Statement of Consequences:	25-26

1. School Profile Statement

Established in 1926, Eltham High School is one of Victoria's largest single campus non-uniform co-educational high schools. It has a population of over 1350 students with over 90 equivalent fulltime staff and over 25 education support staff. It is located in the north-eastern suburbs of Melbourne, and prides itself on a long tradition of contribution to its local community through the provision of excellent educational outcomes for young people in the area. It is a neighbourhood school enrolling students from the local neighbourhood. There is a very high demand for student places but it is a clearly stated intention of the school to remain a non-selective neighbourhood school with the fundamental educational philosophy that all students can learn and achieve success as clearly articulated in the Eltham High School "Purpose Statement", and our motto "Deeds Count".

EHS Purpose Statement:

At Eltham High School each person feels safe to be themselves and challenged to think critically, to work in teams, show leadership, and achieve success along many pathways.

The school values:

- Pursuit of excellence
- Individuality
- Creativity
- Social and Environmental Responsibility
- Respect for diversity
- Integrity.

To foster a sense of connectedness and to create a safe, supportive and inclusive environment for all learners, it is necessary to create smaller communities within the larger community. To support this philosophy, the school is structured into three sub-schools to effectively support the learning needs of the 'whole child'. In addition to the sub-school structure, teaching and learning continues to be developed and the introduction of Inquiry Learning through an integrated approach at year 7 has led to the development of an Inquiry model through the school with the introduction of Extended Investigation at the Middle and Senior schools. These redevelopments place emphasis on creating links between curriculum & student management.

A focus of this school for a number of years has been to create a safe and stimulating learning environment where students are engaged, challenged, and have opportunities to develop all of their potential and capabilities. This is evidenced by:

- The Eltham High School Purpose Statement
- Implementation of the Eltham High School Principles of Teaching and Learning
- Focus on the development of Inquiry Learning across the school
- Professional learning to support consistent teacher practice
- Continued innovation in designing and documenting curriculum for years 7–10, incorporating an e-learning focus
- Explicit assistance for students to effectively manage their discretionary learning time and build their skills as independent and creative learners Strong emphasis on co-curricular programs
- Strengthening of student relationships while sustaining a harmonious learning environment through the introduction of a Student Growth and Leadership model

Eltham High School has a clear commitment to providing an environment where the individual student needs are central to the curriculum provision. A holistic approach to teaching and learning has seen the integration of personal learning, inquiry learning and ICT into the curriculum and the development of the Teaching and Learning Coaches team working collaboratively with teachers, with the focus on enhancing student achievement in a positive, safe and supportive environment. The use of school's Principles of Teaching and Learning, aligned with the e5 pedagogies, the Concept-based Learning Model and the Inquiry learning model work to scaffold the skills and capabilities student require as they move through the school, and taps into students' particular interests and questions, providing them with increased control over their learning, and is a key means to ensuring the learning for EHS students is engaging, authentic and relevant.

In addition, the school's emphasis on the explicit teaching of concept-based learning contributes significantly to their development as autonomous lifelong learners. There is a commitment to student and staff wellbeing and recognition of the need to invest heavily in the learning of all members of the community.

School approach

The school prides itself on the belief that all students can make progress and the support and encouragement for student success provided by the school is reflected in the consistently high student retention rate which exceeds 90% and a high student attendance rate. Data continues to show that students feel very connected to Eltham High School, when compared to secondary schools across the state. Data relating to students achieving at or above the National Minimum Standards shows that in Year 7, EHS students continue to perform at well above the National Minimum Standard. As over 90% of our students proceed to year 12, the curriculum is constructed to prepare them for the increasing responsibilities of choice and independent, inquiry-based learning. Junior School introduces Integrated, inquiry based learning, combined with a common core program. At Middle School there is core program of English, Maths, Science and Studies in Society and Environment operates in separate year levels, as well as an Elective Program based on student choice at Years 9 and 10. Two LOTEs are offered to students from Years 7 to 12. An Enhancement Program provides opportunities for Year 10 students to select VCE studies. At Senior School there is a wide range of VCE subjects, and also Vocational Education and Training (VET) and VCAL programs. Some VCE students engage with University subjects as part of the enhancement program.

Diversity adds to the richness and the quality of the educational experience of all students. While the Eltham community is not culturally diverse, the school includes a number of cultural groups, including indigenous students, and students from many countries. The socio-economic profile of the school, based upon the Student Family Occupation Index, is rated as 'high'. The Student Family Occupation (SFO) density for the school has remained stable over the last 4 years from 0.2693 (2010) to 0.2623 (2013). In 2014 eighty three families, which is approximately 8% of our student family population, receive Educational Maintenance payments. In addition, there are a small number of students who come from families with Language Background Other than English (LBOTE).

In addition, Eltham High School has a Disability and Impairment (D&I) program which provides a further perspective of diversity. Our D&I student cohort is valued for the positive contribution these students make to our knowledge and understanding of the world in which we live. The school is strongly committed to the continuation of the program and its ongoing role in supporting the development of a truly inclusive and diverse learning community. We also have a pro-active support system for same-sex attracted youth. The variety of social cultures we have in the school is more diverse than the ethnic cultures and irrespective of this there is a high degree of harmony in the school environment.

Eltham High School senior students have consistently achieved outstanding VCE results, above the state mean, with the great majority of students routinely entering the tertiary education sector or accessing other pathways (On average over recent years 78% of students who applied for a tertiary place received a first or second round offer). The structure of the Senior Sub-school which supports transition, actively monitors and mentors students, provides an orientation program, a Year 12 mentoring program, and a VCE Study Skills program, positively supports students as they move from Years 10 enhancement subjects through to Year 12.

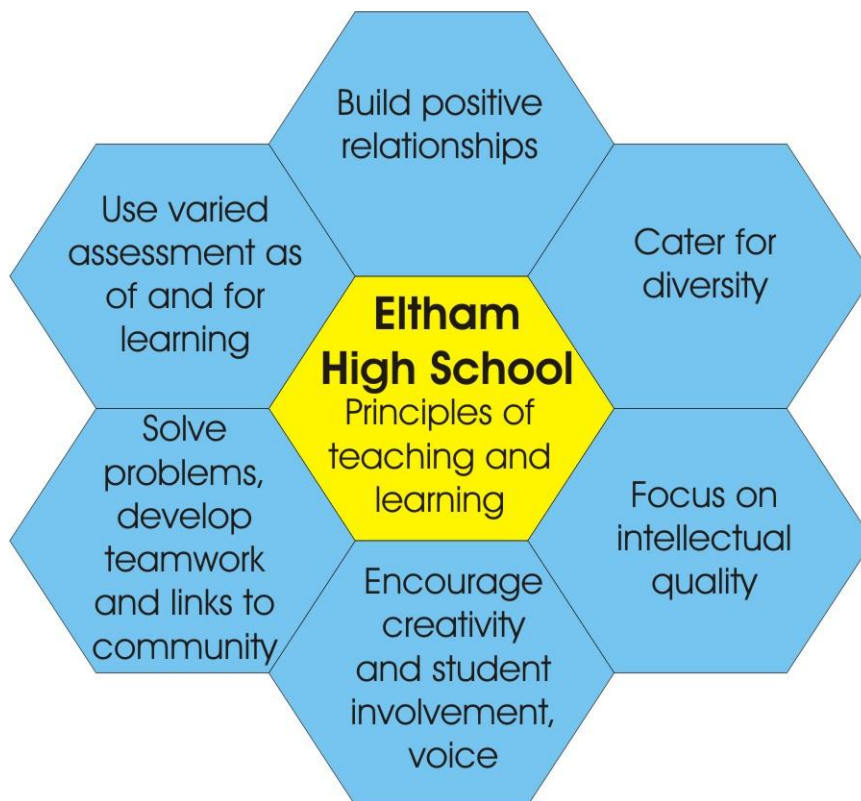
Eltham High School invests heavily to ensure resources are directed to enhancing a technology- rich environment to support learning appropriate for the twenty first century. This includes access to an innovative learning centred site for students, parents and teachers, whole school access to computers in a variety of settings, access to a wireless network, integration of digital whiteboards and teacher professional learning to support the personalisation of learning. The above approach to developing and sustaining innovation in learning embeds the principles of the DEECD Effective Schools Model upon which the school has based its growth, referenced its work and measured its progress. A focus on continual improvement in the quality of teaching and learning has been the core school priority around which the other attributes of the effective schools model interact in order to achieve the deep learning outcomes being sought for students and teachers.

Eltham High School has an outstanding range of co and extra-curricular opportunities in which students participate. These an Instrumental music program, involving over 300 students from Year 7-12 in 6 different bands and ensembles who perform to an outstanding level in competitions, and represent the school in national and international venues. The after school Drama ensemble program serves over 100 students. The Elite Volley Ball program has over 22 teams participating in state and national finals. The camps and tours program sees students travelling overseas for language experience in French or Indonesian, for World Challenge service to disadvantage communities, to remote aboriginal communities for cross-cultural experience and exchange, to the USA for Space Camp science-based experience, and to other countries for cultural study tours.

In 2015 a Student Growth and Leadership model will be introduced which will further support the programs that operate across the sub-schools with an enhanced focus on managing transitions, supporting pathways and knowing the individual. This complements the focus on proactive preventative programs and a comprehensive and diverse camps program.

2. School Engagement Statement

Eltham High School recognises the need for each student’s school experience to be positive, caring and supportive of their individual learning needs, in an environment which encourages positive social interactions between all members of the school community. The school believes that to fully engage the whole student in our learning community and ensure protective factors are in place, we need to cater for students’ individual cognitive, behavioural, emotional and social needs.



Teaching & Learning (Cognitive):

To ensure students’ cognitive needs are met the school employs the following strategies:

School-wide Pedagogies - EHS Principles of Teaching and Learning

All students in Year 7 -10 have curriculum designed around these clearly articulated principles, which are aligned with DEECD’s e5 learning model, to provide a guaranteed and viable curriculum for each student.

<p>Build positive relationships, Cater for Diversity: e5 Engagement:</p>	<ul style="list-style-type: none"> • Prior Learning • Learning Goals • Student Questions • Immersion Activities 	<p>The teacher or a curriculum task accesses the learners’ prior knowledge and helps them become engaged in a new concept through the use of short activities that promote curiosity and elicit prior knowledge. The activity makes connections between past and present learning experiences, exposes prior conceptions, and organizes students’ thinking toward the learning outcomes of current activities.</p>
---	---	--

<p>Creativity, Student Involvement, Voice; Solve problems; Develop teamwork, Links to the local and global community</p> <p>e5 Exploration:</p>	<ul style="list-style-type: none"> • Planned learning activities • Graphic organisers / ICT tools 	<p>Exploration experiences provide students with a common base of activities within which current concepts (i.e., misconceptions), processes, and skills are identified and conceptual change is facilitated. Learners complete activities that help them use prior knowledge to generate new ideas, explore questions and possibilities, and design and conduct a preliminary investigation.</p>
<p>Focus on Intellectual Quality, Cater for diversity</p> <p>e5 Explanation:</p>	<ul style="list-style-type: none"> • Processing Information • Focused Learning • Link to Prior Learning • Student Collaboration 	<p>The explanation phase focuses students' attention on a particular aspect of their engagement and exploration experiences and provides opportunities to demonstrate their conceptual understanding, process skills, or behaviors. This phase also provides opportunities for teachers to directly introduce a concept, process, or skill. Learners explain their understanding of the concept. An explanation from the teacher or the curriculum may guide them toward a deeper understanding, which is a critical part of this phase.</p>
<p>Focus on Intellectual Quality, Cater for Diversity</p> <p>e5 Elaboration:</p>	<ul style="list-style-type: none"> • Generalising understanding • Apply and Transfer 	<p>Teachers challenge and extend students' conceptual understanding and skills. Through new experiences, the students develop deeper and broader understanding, more information, and adequate skills. Students apply their understanding of the concept by conducting additional activities.</p>
<p>Use varied Assessments as, of & for Learning, Cater for Diversity</p> <p>e5 Evaluation:</p>	<ul style="list-style-type: none"> • Student Reflection • Performances of Understanding • Monitoring and Tracking 	<p>The evaluation phase encourages students to assess their understanding and abilities and provides opportunities for teachers to evaluate student progress toward achieving the educational objectives.</p>

Instructional Strategies: Teachers use the following Instructional Strategies (Marzano in Balanced Leadership – School Leadership that Works, McREL) in implementing e5 and the EHS Principles of Teaching and Learning.

Instructional Strategies that affect Student Achievement
1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Non-linguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Questions, cues, and advance organizers

The school works with above instructional strategies (Marzano) to develop students to become effective autonomous learners and embedded these in the professional practice of teachers, supported by the Teaching and Learning Coaches. Emphasis is placed in Junior School on **Inquiry Learning**, carefully scaffolding through Year 7 to ensure students have the skills to undertake authentic, deep learning in a collaborative setting by Year 9, where students enter the Elective Program, and then Year 10, where students can select to enter the VCE Enhancement program. This approach optimises the student's learning, and supports monitoring, knowledge and teacher responsiveness to individual learning needs.

Personal Learning Goals:

Year 12 mentors, Inquiry team teachers, class teachers, the Careers Coordinator, the Student Services leader, and the Integration Coordinator have responsibility for supporting and assisting their students with the development of their identified personal learning goals and the strategies which will assist the achievement of these goals. Specific Personal Learning Goals, which are designed to support progression of learning, are identified for attention at each year level:

- Year 7 – Focus on Engagement, Inquiry Learning model
- Year 8 – Focus on elaboration of inquiry processes, leadership and personal growth
- Year 9 – Focus on Student Choice, goal setting, and furthering personal growth
- Year 10 – Focus on Work Experience, Links with the community, Intellectual Quality

Special Learning Needs/Literacy/Numeracy:

The school has employed the services of a fulltime Special Learning Needs teacher to assist D&I students, and to support their teachers to develop individual learning plans and modified curriculum for these students. As well, all Year 7 students are tested and students who are identified as needing support in Literacy and Numeracy work with the Literacy and the Numeracy coordinators.

Junior and Middle School Homework club:

Students identified by sub-school leaders and teachers with learning, time management, organisational, etc needs are individually encouraged to attend a staffed weekly afterschool session.

Senior School Mentoring:

Students identified through sub-school managers and teachers with learning, time management, organisational, etc needs are individually mentored by senior school teacher. All Year 12 students are mentored by staff members who elect to work in the Contact Mentor program

Course Counselling:

All Year 9& 10 students are counselled regarding choices in the Elective Program, and in relation to the Enhancement Program. Year 11 and 12 students are individually counselled by members of the Senior Sub-school Management Team to ensure student pathways reflect capabilities, interest and maintain students' engagement in their ongoing learning.

Wellbeing (Emotional)

To ensure students' emotional needs are met the school employs the following strategies

Sub-school structure:

The school has a well-structured sub-school system which is designed to provide ongoing support for students by an identified sub-school leader. The structure incorporates a Sub-school Leader and a team of coordinators at each sub-school with specific roles identified to ensure the whole student needs are supported – learning, wellbeing, transition and pathways.

Faculty teams:

The school's faculty teams, lead by the KLA coordinators and an Assistant Principal with a dedicated responsibility for curriculum planning and delivery, ensure consistency of curriculum delivery, assessment and reporting so that students have equitable opportunities for learning experiences.

Restorative Practice:

The whole school Restorative Practice policy places clear emphasis on the value of building positive social relationships, working and learning in teams and managing and resolving conflict. Wrongdoers are encouraged to be accountable for their behaviour and take responsibility for their actions by making amends to those affected. The adopted model empowers young people, victim or offender, to act in socially responsible ways and focuses on rebuilding relationships. All staff members are provided with professional learning on implementing restorative practice strategies in their classrooms.

Bullying/harassment:

In line with the Eltham High School Purpose Statement, values and motto, "Deeds Count", students have the right to expect a safe and caring, inclusive environment which promotes personal growth and positive self-esteem for all. The school is committed to providing this environment and each member of our school community shares in the responsibility to help ensure that this occurs. As such, the school has a fully documented Bullying Prevention Policy which is connected to our Restorative Practice approach and is distributed to all families new to the school. This policy is closely connected with the school's Safe Connections Policy which recognizes that the cyberspace environment also needs consideration. Students are engaged in living this policy through co-curricular programs, classroom activities and the Integrated Learning Program.

Drug Education Policy:

The school believes all students have the right to feel safe and supported in their school community. Issues such as alcohol and drug use and misuse will impact on the school and community. Therefore the school regularly updates its Drug Education policy to ensure there is a comprehensive, coordinated approach to drug education across the whole school and that a healthy environment is promoted.

Student leadership

Authentic student leadership opportunities and the ability to participate in meaningful contribution to school wide decision making are essential for the development of responsible, caring local and global community members. Eltham High School provides an extensive range of opportunities through student membership of the Principal Advisory Group, Junior, Middle and Senior School House Leaders, and taking on the leadership of arts, drama, sport, music, school tour and representing the school. Our students are continuously called upon to be ambassadors for our school, our community, the State of Victoria and Australia.

Transition Practices:

Transition processes are managed through the sub-schools to ensure the move between primary and secondary and junior, middle and senior schools is as seamless and supportive as possible.

Management (Behavioural):

To ensure students' behavioural needs are met the school employs the following strategies

Student Wellbeing

To build a strong school community in which student individual needs are met the school has a comprehensive, coordinated wellbeing support structure in place which includes an Assistant Principal with designated responsibility for School Community Wellbeing and Support, a fulltime school first aid attendant, a Student Services Team, comprising a Student Services Leader and a Student Support Worker (.6), with access to psychologists and social workers.

Processes for referral to health professionals are managed by the Student Services Leader in conjunction with sub-school coordinators.

Student Code of Conduct:

Based around the School Purpose Statement, the Values and the motto "Deeds Count" which value diversity & learning to live together, creating personal futures and embracing lifelong learning. The Student Code of Conduct, developed in consultation with the student population, sets the expectations for student interaction and behaviour. (See Attachment 1)

Learning support

Student with additional learning needs in Literacy and Numeracy are identified through KLA programs and testing, and supported by the Literacy and Numeracy coordinators. Integration students in the D&I program have individual learning plans developed by the Integration Coordinator in conjunction with classroom teachers to ensure students achieve learning success in modified programs. Koorie students are supported through initiatives as outlined in the Wannik Strategy.

Peer Mentoring:

Identified, interested Year 9 students are trained to work with particular incoming Year 7 students so that the transition process is less stressful and students enter the school feeling safe and supported.

Extra-curricular programs

The school has identified particular extra-curricular programs of benefit to the emotional wellbeing of different age groups and incorporated these into the appropriate year level. These include programs which target bullying and harassment, relationships and peer pressure. Examples include motivational speakers at assemblies and year level camp programs to assist with life-skills, social and emotional development, organisational and time management programs and s pathways & careers counselling for Years 9-12.

Community (School/Local/Global) connections:

To ensure students' social needs are met the school employs the following strategies:

- Whole school camps program – Alternative education experiences are particular important for students. The whole school program involves:
 - Year 7 – Transition Activities Program to improve the transition process and develop relationships across the year level. City Camp for Integrated Learning form groups
 - Year 8 – Surf Camp camp to develop relationships across the year level
 - Year 9 - Challenge camp to develop intra and interpersonal learning
 - VCE - Orientation camps to prepare students for the learning, organisational and time management demands of Year 11 &12
- Cultural awareness tours: Tours to France, Normandy, Noumea, USA are just some of the tours offered to students at various levels to increase their awareness of historical and cultural factors shaping a country's development and global perspectives.
- Donydji Cross-Cultural Exchange Program: This exchange is based on a partnership between EHS and Latrobe University and the Donydji and Gapuwiak communities and schools NT. It is based on reciprocal visits and ongoing programs throughout the year. This program is in response to emerging curriculum in the National curriculum and responding to the school's motto of 'Deeds Count'.

Co-curricular programs

There is a strong emphasis on the **development of the whole student** supported by the wide ranging co-curricular programs including music, sport, art and drama opportunities across the school. Students are encouraged to be involved in ongoing regular training for athletics, swimming, cross country and interschool sporting teams; music ensembles and bands; school and ensemble drama performances; anthology committee, debating and public speaking; to name a few.

Challenge Events:

Rock to Reef trip; Ski Camp; Rockeisteddfod; World Challenge Experience; NASA Space Camp

Environment Group:

Social and environmental responsibility is one of the six values in the Eltham High School Purpose Statement. Student leadership of the Environment Group encourages awareness and understanding of societal responsibilities to actively support the care for the environment at a local and global level.

Information Resource Service Centre, and Student Learning and Wellbeing:

The Library is open from 8 am to 4.10 pm and provides a safe learning environment for our community with a teacher librarian and a library assistant time tabled on at all times (including recess and lunchtime) to provide students with assistance at all

times. Students have access to a variety of well being resources including: teenage development literature, clickview programs, magazines/ newspapers and fiction/non fiction collections. Students also have the opportunity to be part of clubs that operate through the library.

3. Rights & Responsibilities Statement:

Guiding Principles:

All Eltham High School community members have the right to participate in a learning environment which is safe, supportive and inclusive of their individual needs. All school members are to be treated with respect and dignity in an environment which promotes positive relationships, values diversity and supports the learning of all students. In line with the Eltham Strategic Plan 2014-2016, the school will provide opportunities for student participation and leadership with an emphasis on developing the whole person (cognitively, personally, socially & emotionally) and supporting the personal growth of students across a wide range of curricular and co-curricular areas.

The rights and responsibilities of all members of the Eltham High School community need to adhere to the following legislation:

1. The Equal Opportunity Act 2010 (Vic)

This Act prohibits discrimination on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation.

2. The Charter of Human Rights & Responsibilities Act 2006

This Charter which requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services. Charter decisions in schools include decisions around enrolment, attendance, responding to behaviour concerns (including preventing the escalation of behaviours), the making of adjustments for students with disabilities, preventing and responding to bullying, use of restrictive practices including restraint, and decisions to suspend or expel a student. Rights protected by the Charter include the protection of families and children (including promoting the best interests of the child), the right to equality, and cultural and religious rights.

3. The Disability Standards for Education 2005

The Standards clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992* (Cwth). The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student's disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community. The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers

- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

http://www.hreoc.gov.au/disability_rights/dda_guide/dda_guide.htm

4. The Education Training & Reform Act 2006

All providers of education and training, both Government and non-Government, must ensure that their programs and teaching are delivered in a manner that supports and promotes the principles and practice of Australian democracy including a commitment to: elected Government; the rule of law; equal rights for all before the law; freedom of religion; freedom of speech and association; and the values of openness and tolerance.

<http://www.education.vic.gov.au/about/directions/reviewleg.htm>

5. Bullying Prevention

Eltham High School does not tolerate bullying or harassment in any form. The school is committed to providing a safe and caring environment which promotes emotional, social and physical well being. All members of our school community share in the responsibility of promoting and supporting an anti-bullying environment. Bullying is when someone, or a group of people, who have more power at the time, deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.

- It is an abuse of power
- It can be planned and organised or it may be unintentional
- Individuals or groups may be involved.

There are three broad categories of bullying:

- Direct physical bullying e.g. physical violence, demands for money or possessions, damaging property.
- Direct verbal bullying e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
- Indirect bullying – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate mimicking, social exclusion, damaging someone's reputation and social acceptance, cyberbullying, involving the use of email, text messages or chat rooms to humiliate and cause distress.

On-line safety:

Being involved in online spaces – either at home or at school – requires students to behave responsibly. Behaving safely online involves protecting your own privacy and personal information and protecting the privacy of others (this includes the sharing of personal information and images)

Cyber-bullying:

Cyber-bullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging, blogs or web-pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images. People can also be bullied online by groups of people such as class groups or collective members of an online community. Eltham High School has a Cyber-bullying Policy, and students sign an agreement to adhere to the guidelines and principles outlined in the policy.

Responding to Harassment, Bullying and Cyber bullying:

Eltham High School has a commitment to preventing and reducing bullying. The school has a detailed Bullying Prevention policy and Safe Connections policy. Both documents are made available to members of the school community.

Eltham High School has a whole school commitment to Restorative Practices which place the clear emphasis on the values of building positive social relationships, working and learning in teams and managing and resolving conflict. The school's aim is to make those who demonstrate inappropriate behaviour aware of the situation and subsequently repair the harm done and change their behaviour.

Rights and Responsibilities of the School Community

Student, staff and parent behaviour impacts on the educational, social, emotional and physical development of all members of the school community.

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • Work in a safe and supportive environment where, without intimidation, bullying (including cyber-bullying) or harassment, they are able to fully develop their talents, interests and achieve success along many pathways. • Participate fully in the school’s educational program • Work in an environment which recognises and caters for their individual learning need • Have their opinions heard, and be listened to. 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • Participate fully in the school’s educational program. They should attend regularly, be punctual and meet deadlines • Develop positive and respectful relationships with their peers, teachers and all other members of the school community • Model the school’s Purpose Statement, values and motto of “Deeds Count” • Take responsibility for their own learning • Work collaboratively with others – understanding that we can all learn from one another • Reflect and seek continuous improvement, working towards personal success along many pathways

For further details refer to Attachment 1: Student Code of Conduct

Rights and Responsibilities of Staff

<p>Staff members have a right to:</p> <ul style="list-style-type: none"> • Work in a safe and supportive environment free from intimidation, bullying (including cyber-bullying) or harassment. • Expect that they will be able to teach in an orderly and cooperative environment • Be informed, within Privacy guidelines, about matters pertaining to students that will affect the teaching and learning program for that student • Ongoing professional learning to support their growth and development in teaching and learning as effective educational professionals 	<p>Staff members have a responsibility to:</p> <ul style="list-style-type: none"> • Fairly, reasonably and consistently implement the engagement policy • To have empathy, and create and maintain a safe, stimulating and challenging learning environment • Generate and nurture positive relationships with other members of the school community • Critically reflect on professional practice to continually improve the quality of their work and learning • Recognise that people learn in different ways and cater for this diversity in their classrooms • Plan and assess for effective learning and regularly provide meaningful feedback to students and their parents that promotes learning and growth • Model ethical and moral behaviours that clearly demonstrate community values.
--	--

Rights and Responsibilities of Parents/Carers/Community members

Rights	Responsibilities
<p>Parents/carers have a right to:</p> <ul style="list-style-type: none"> • Expect that their children will be educated in a safe, supportive and inclusive environment in which the rights of others are encouraged • Parents have a right to expect respectful and constructive behaviours from staff and others in the school community • Parents/carers have a right to expect that the school will communicate with them through the newsletter, Student Progress Interview sessions, student support group meetings, and other ways as appropriate 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> • Promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modelling positive behaviours • Ensure their child’s regular attendance and punctuality to school • Engage in regular and constructive communication with the school staff regarding their child’s learning • Support the school in maintaining a safe and respectful learning environment for all students • Support activities which extend student’s academic, physical, emotional and social development

4. Shared Expectations:

Eltham High School provides an educational environment where all students have the opportunity for personal growth and fulfilment. Students are valued and cared for, in an inclusive learning environment where they feel connected to their peers and the school and are able to engage effectively in their learning and achieve success. The Eltham High School Purpose Statement (for details see School Profile), developed in consultation with the school community, establishes the shared expectations of the Eltham High School learning community where it is expected that everyone continually learns and grows in an environment which recognises the importance of:

Valuing diversity, inclusiveness and learning to live together	– including an awareness and understanding of the diversity of disability, of sexual orientation, cultural heritages and a diverse ways of knowing and being.
Social responsibility	– respecting individual rights and also the rights of a society, thinking critically, and actively pursuing a healthy and sustainable lifestyle.
Caring for the environment	– minimising harm to the environment, and also proactively participating in its care through the Environment Group, working bees, and having awareness of environmental issues, especially water use
Pursuing excellence	– learning to become adaptive, flexible, autonomous learners focussed on intellectual quality, continually reflecting and seeking to improve, and embracing life-long learning
Creating successful personal futures along many pathways	– having integrity, valuing creativity, taking on leadership, and developing resilience and self-confidence to pursue unique personal futures, embracing our responsibilities as local, national and global citizens.
Deeds Count	– living the school motto, that intellectual understanding only has value if it is translated into action which benefits the individual and society.

Eltham High School has a shared high expectation, by all community members, of working to achieve the school Purpose Statement, values, goals and targets through:

- Teaching practices which are inclusive of all members of the community which are informed by Instructional Strategies of Direct Instruction and Inquiry Learning, and aligned with the EHS PoTL, to ensure the learning experiences for all students are equitable and viable:
- A whole school curriculum program which is accessible, engaging, and challenging for all students and provides a wide range of choice
- An appropriate, relevant and challenging curriculum that provides students with the opportunity to experience success is in place and is regularly reviewed and evaluated.
- The school working in partnership with the student and parent community to ensure they are informed and have opportunities for input into whole school decision making.
- Having in place a well resourced and managed sub-school structure, in conjunction with a student services team, to provide for the support, wellbeing and pathways of all students.
- Having clear expectations in the Student Code of Conduct, and other Codes of Conduct, of expected behaviours, and logical consequences which are understood and supported by all involved, if conduct does not meet expectations.

Eltham High School has a shared whole-school approach to promoting strategies that build student engagement, high attendance and positive behaviours. Central to the school’s philosophy is the need for the entire school community to feel safe, secure and supported so that learning opportunities are maximised and the wellbeing needs of all students are met. Strategies used to support shared expectations of positive relationships and learning include:

- **Sub-school/House structures** – students are supported through Junior, Middle School and Senior School by a vertical sub-school/House coordinator monitoring whereby their progress, attendance and wellbeing are closely tracked and concerns are addressed promptly.
- **Attendance:** online marking of rolls each period, with daily follow up by sub-schools enables the close tracking of attendance by class teachers, sub-school managers and parents.
- **Student Growth and Leadership model:** links a core teacher in this transition year, to a particular class to monitor student learning and wellbeing needs, in conjunction with the coordinators. This assists the development of positive student/teacher relationships and provides students with a significant adult who has the prime responsibility for their learning and wellbeing.
- **Student at the centre model:** Eltham High School is a large community in excess of one and a half thousand individuals. To foster a sense of connectedness and to create a safe and supportive environment for all learners, it is necessary to create smaller communities within the larger community. This is the driving force for the development of our Sub-school structure model where the student is placed firmly in the middle and is supported by a team of teachers who have the students learning and wellbeing interests in common. The Student Services Team supplement this support.
- **Learning support:** this is provided by all teachers to optimise and personalise the learning of all students & equip them with the skills, dispositions & essential understandings to be successful, contributing members of the 21st century society through personalising the learning. The school's Integration teacher works with the sub-schools and classroom teachers to identify learning needs and develop individual learning programs for students with disabilities. The Student Services Team work with school refusers, and other identified students. Sub-school teams work with identified students, referring on to the Careers Coordinator, contacting parents, tracking, sending At Risk letters, and supporting the reporting to parents processes.
- **Student Leadership:** See Section 2 'Whole School Prevention Statement' of the EHS Guidelines for the Student Engagement Policy and Implementation for details.
- **Camps Programs Years 7-12:** See Section 2 'Whole School Prevention Statement' of the EHS Student Engagement Policy and Implementation document for details
- **Peer Mentoring:** Creates connections between Year 7 and 9 students to improve transition process and role model positive behaviours. See Section 2 'Whole School Prevention Statement' of the Student Engagement Policy and Implementation document for details
- **Restorative Practice:** see Section 4 'Rights and Responsibilities' of the EHS Student Engagement Policy and Implementation document for further details

In addition, student engagement, regular attendance and positive behaviours are supported in the school through relationship based whole-school and classroom practices including:

- Ensuring predictable, fair and democratic classroom practices are embedded across the school
- Providing opportunities for students to be involved in the development of classroom and whole school expectations
- Providing personalised learning programs for all D&I students (Students with Special Needs)
- Consistently acknowledging participation and success of students across the arts, music, drama, sport, community and academic fields
- Empowering students by creating multiple leadership opportunities for them to take responsibility and be involved in decision making, as in the Principal's Student Advisory Group and other opportunities.
- Providing a physical environment which is conducive to positive behaviours and effective engagement in learning.

5. School Actions and Consequences

Eltham High School Whole School Restorative Practices:

Eltham High School places a high value on the development and maintenance of positive, healthy and respectful relationships and a supportive school environment. The school has a whole school approach to behaviour management which is based on Positive Discipline and Restorative Practices. There is a clear emphasis on the value of building positive social relationships, working and learning in teams and managing and resolving conflict.

Wrongdoers are encouraged to be accountable for their behaviour and take responsibility for their actions by making amends to those affected. It focuses on the harm done to people and relationships. Restorative practices empower young people, victim or offender, to act in socially responsible ways. As an alternative to the punitive model it focuses on rebuilding relationships.

The Restorative practices approach is implemented in Eltham High School, depending on the circumstances, in the following ways:

- 1) Coordinator class or group meetings – a proactive measure designed to create positive connections and relationships which can be used for a class group or a smaller group
- 2) Restorative mediation meetings – facilitated by the AP (School Community Wellbeing and Support), Student Services Leader or level coordinators, and used to resolve incidents and repair relationships in small groups consisting of the victim(s) and wrongdoer(s), and, as appropriate, their advocates.
- 3) ‘No Blame’ Discussions – organised by the teacher, coordinator or Integrated Learning teacher, in small groups or class groups to manage whole class difficulties and disruptions. Teachers of the class and the students in the class are involved.
- 4) Community Conference – a formal and structured conference that deals with matters of a serious nature, involving members of the community such as police, parents, social workers, or adults who have been affected. The purpose is to bring together the victim(s), wrongdoer(s) and their respective supporters with the broader community who have a stake in the proceedings.

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, dependent upon specific concerns, including:

- Understanding the particular student’s background and needs
- Involving the parents/carers in discussions around the child’s particular needs
- Ensuring a clear understanding of expectations by both students and parents
- Involving members of the wellbeing team, managed individual pathways or careers teacher
- Convening a Student Support Group meeting to develop a plan of action
- Developing an individual flexible learning, behaviour or attendance plan with the assistance of sub-school coordinators, and/or, the Integration Coordinator, Student Services Wellbeing team.
- Providing broader educational programs, for example experiential learning, work education, camps/outdoor educations/creative arts
- Involve community support agencies and/or DHS
- Access Alternative Educational settings to support changed behaviour and improved motivation to learn.

Consequences - Discipline Procedures:

The Student Code of Conduct outlines specific expectations. **See Appendix A**

Suspension and expulsion:

Eltham High School has clearly stated codes of conduct regarding expectations of appropriate behaviours. All members of the school community share responsibility to support the expectations outlined in the document. In cases where students do not meet the expectations, the relevant Sub-School Leader and/or sub-school coordinators will manage the process of consequences. Every effort is made to provide consequences in a consistent, fair and transparent manner to achieve positive

and restorative practice outcomes for the student. Students will only be excluded from school when all other measures deemed appropriate have been exhausted or been implemented without success or where immediate suspension is the only appropriate course of action given the student's behaviour.

Suspension or expulsion measures are the responsibility of the Principal and Assistant Principal (School Community Wellbeing and Support) who will consult with other Assistant Principals, Sub-school Leaders, coordinators, teachers and students as appropriate, before implementing such measures. The school will consider the educational and emotional impacts on the student, and take into account disability, when taking suspension or expulsion measures.

Suspension:

- Students will be suspended for the shortest time appropriate
- Students can be suspended internally or externally
- Students can be suspended immediately or after a student support group is convened
- Students can be suspended for inappropriate behaviour:
 - while attending school
 - travelling to or from school or
 - engaging in an activity away from school
- To be considered for suspension the student's behaviour must meet one or more of the following conditions. He /she :
 - a) behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
 - b) causes significant damage to or destruction of property;
 - c) commits or attempts to commit or is knowingly involved in the theft of property;
 - d) possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
 - e) fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
 - f) consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;
 - g) consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

Please note: For incidents between students that occur outside of school hours or in locations other than those listed above, a suspension cannot be used as a response. The impact of cyberbullying (and other behaviours) outside of school hours/off school premises on schools is acknowledged, however, if the behaviour occurs solely outside of school hours/grounds suspension is not an available recourse. If incidents outside of school hours are connected to behaviour that does meet the grounds and location requirements for suspension, this external behaviour may be considered when determining the response to an in-school incident.

- For further details see Suspension Considerations
<http://www.education.vic.gov.au/school/principals/participation/Pages/suspensionconsiderations.aspx>

Expulsion:

- Only the principal has the authority to expel a student from the school at which she/he is the principal. Expulsion is the most serious consequence and this action will only be taken when all other measures consistent with the staged response, outlined above, have been tried and it is deemed the only appropriate measure.
- The student's behaviour must meet one or more of the following conditions:
 - a) behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
 - b) causes significant damage to or destruction of property;
 - c) commits or attempts to commit or is knowingly involved in the theft of property;
 - d) possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;

e) fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;

f) consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;

g) consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

- The student's behaviour must also be of such magnitude that expulsion is the only available mechanism. In this regard, the principal must consider the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other students and staff at the school and the need to maintain the effectiveness of the school's educational programs.
- Under Victorian Law, in deciding whether to expel a student, principals must undertake an assessment of that course of action under the *Charter of Human Rights and Responsibilities Act 2006*. In addition, when determining whether to expel a student with a disability, principals must be sure that reasonable adjustments have been made to assist the student to manage the behaviours where this is a manifestation of disability.
- Only principals have authority to make the final decision to expel a student. This authority cannot be delegated.
- School staff may provide advice to inform the principal's decision whether to expel a student and may assist in the management of the student's behaviour and/or in communications with the parents, carers or relevant persons. Principals hold ultimate responsibility for ensuring that all processes are followed correctly.
- The student and parents/carers must be informed that expulsion is being considered and must be given the opportunity to be heard.
- Detailed 'Procedures for Expulsion' and 'Procedures following Expulsion' can be found at <http://www.education.vic.gov.au/school/principals/participation/Pages/expulsionconsiderations.aspx>
- For further details see Expulsion Process Flow Chart <http://www.education.vic.gov.au/school/principals/participation/Pages/expulsionprocess.aspx>

Roles and responsibilities of the principal and school council:

The principal is responsible for the implementation of the Student Engagement Policy. The school Council is responsible for approving the policy, monitoring its effectiveness and evaluating its success.

The policy is available on the school's site.

6. References:

1. Effective Schools are Engaging Schools – Student Engagement Policy Guidelines
<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf>
2. Effective Schools are Engaging Schools
<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf>
3. Disability Standards for Education
<http://education.gov.au/disability-standards-education>
4. Safe Schools
<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx>
5. Charter of Human Rights
<http://www.humanrightscommission.vic.gov.au/index.php/2012-10-18-02-34-08/the-charter>
6. Equal Opportunity Act
<http://www.humanrightscommission.vic.gov.au/index.php/the-law/equal-opportunity-act>
7. Education and Training Reform Act 2006
<http://www.education.vic.gov.au/about/department/legislation/pages/act2006.aspx>
8. VIT Code of Conduct
http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf

7. Attachments



Attachment (A)

Eltham High School Student Code of Conduct

General Statement

At Eltham High School, each person feels safe to be themselves and challenged to think critically, to work in teams, show leadership, and achieve success along many pathways. Our school values the pursuit of excellence, individuality and creativity. The motto of "Deeds Count" promotes social and environmental responsibility, respect for diversity, and the development of integrity. The focus at Eltham High School is on each student's right to experience an education system which values their uniqueness, enables positive relationships, and supports them to become successful adults who are able to make valuable contribution to society. The school has built a tradition of fairness and respect, and all members of the community work to create a safe and supportive school environment. Students and staff and parents/carers are expected to demonstrate positive and respectful relationships that value diversity. The school promotes positive values and behaviours, and has programs that encourage student participation, leadership and voice. We respond to individual student learning and well-being, and proactively engage with parents and carers. To support engagement and connectedness, the school links students to one of three sub-schools.

Rights and Responsibilities

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none">• Work in a safe and supportive environment where, without intimidation, bullying (including cyber-bullying) or harassment, they are able to fully develop their talents, interests and achieve success along many pathways.• Participate fully in the school's educational program• Work in an environment which recognises and caters for their individual learning need• Have their opinions heard, and be listened to.	<p>Students have a responsibility to:</p> <ul style="list-style-type: none">• Participate fully in the school's educational program. They should attend regularly, be punctual and meet deadlines• Develop positive and respectful relationships with their peers, teachers and all other members of the school community• Model the school's Purpose Statement, values and motto of "Deeds Count"• Take responsibility for their own learning• Work collaboratively with others, understanding that we can all learn from one another• Reflect and seek continuous improvement, working towards personal success

Rights and Responsibilities of Staff

Rights	Responsibilities
<p>Staff members have a right to:</p> <ul style="list-style-type: none"> • Work in a safe and supportive environment free from intimidation, bullying (including cyber-bullying) or harassment. • Expect that they will be able to teach in an orderly and cooperative environment • Be informed, within Privacy guidelines, about matters pertaining to students that will affect the teaching and learning program for that student • Ongoing professional learning to support their growth and development in teaching and learning as effective educational professionals 	<p>Staff members have a responsibility to:</p> <ul style="list-style-type: none"> • Fairly, reasonably and consistently implement the engagement policy • To have empathy, and create and maintain a safe, stimulating and challenging learning environment • Generate and nurture positive relationships with other members of the school community • Critically reflect on professional practice to continually improve the quality of their work and learning • Recognise that people learn in different ways and cater for this diversity in their classrooms • Plan and assess for effective learning and regularly provide meaningful feedback to students and their parents that promotes learning and growth • Model ethical and moral behaviours that clearly demonstrate community values.

Rights and Responsibilities of Parents/Carers

Rights	Responsibilities
<p>Parents/carers have a right to:</p> <ul style="list-style-type: none"> • Expect that their children will be educated in a safe, supportive and inclusive environment in which the rights of others are encouraged • Parents have a right to expect respectful and constructive behaviours from staff and others in the school community • Parents/carers have a right to expect that the school will communicate with them through the newsletter, Student Progress Interview sessions, student support group meetings, and other ways as appropriate 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> • Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours • Ensure their child's regular attendance and punctuality to school • Engage in regular and constructive communication with the school staff regarding their child's learning • Support the school in maintaining a safe and respectful learning environment for all students • Support activities which extend student's academic, physical, emotional and social development

Shared Expectations:

Eltham High School provides an educational environment where all students have the opportunity for personal growth and fulfilment. Students are valued and cared for in an inclusive learning environment where they feel connected to their peers and the school and are able to engage effectively in their learning and achieve success along many pathways.

Class Room Rules

1. Bring required equipment and the school planner to class.
2. Be punctual to class, and enter and leave the classroom in an orderly manner.
3. Bags should not be brought to class.
4. Caps, hats, beanies, hoods, and sunglasses are to be removed in classrooms at the discretion of the teacher.
5. Portable electronic music and/or communication devices including mobile phones must not be visible in class and must be turned off.
6. Students are discouraged from bringing valuable items to class or school.
7. During classes students are expected to :
 - Work cooperatively with the teacher on learning.
 - Consistently focus on learning tasks.
 - Listen to and respect the opinions of others.
 - Respect all equipment and furniture provided for student use.
 - Not bring food or drink, including chewing gum, into class. Note: Water bottles may be brought to class only in hot weather.
 - Not interfere in the learning opportunities of others.

School Rules

1. Cooperate with instructions.

Cooperate with reasonable instructions and directions from staff at all times

2. Follow all school attendance procedures:

- a. After arriving at school students must not leave the grounds without permission from level co-ordinators.
- b. Students may not leave the grounds to go to the Leisure Centre.
- c. Students are not to be on the perimeter of the school before school or during class time, unless they have permission.
- d. When it is necessary to leave the classroom during class time, a pass from the class teacher is required.
- e. In case of illness at school, students should obtain a pass to attend Sick Bay.
- f. Bring a note from your parent/guardian to coordinators if you have been absent from school.
- g. For late arrival report to your classroom teacher. Teachers will report repeated unexcused lateness to the sub-school coordinator. Lateness is disadvantageous to the learning of the student and interferes with the learning opportunities of others.
- h. For early leaving a note should be brought to the Sub-School (or General Office if the sub-school is unattended) before school, at recess or at lunch-time and a coordinator will issue a pass. A parent/carer should sign the student out at the General Office.
- i. VCE students who have private study periods should observe attendance requirements as outlined by the VCE coordinators, and not leave the school grounds. VCE students who have no further classes for the day are permitted to leave the school.

3. Behaviour travelling to and from school.

- a. Behaviour toward other students and members of the community should always be respectful.

- b. Students should not engage in activities, which endanger themselves or the public, such as skateboarding or cycling in a dangerous manner. Bikes and scooters should be ridden responsibly at all times.
- c. Students should arrive at school with sufficient time to get to class punctually. Students should walk promptly to lockers, and not gather outside the vicinity of the school grounds.
- d. A helmet must be worn if riding a bicycle or a scooter. After arriving students must ensure the bicycle or scooter is chained and locked in the Bike Shed.
- e. Students should park outside the grounds if driving a car to school. Students who drive cars to school must be aware that DEECD regulations do not allow them to use the car or to transport other students in private vehicles during school hours.
- f. On buses, students should behave safely and appropriately.
- g. Skateboards and roller blades are strongly discouraged and must not be used in the school grounds.

4. Behaviour in the Grounds.

- a. Care must be taken of the grounds, the gardens, the recreation facilities and the school buildings.
- b. Students should not take bags into the grounds at lunchtime or recess.
- c. Spitting, littering and vandalism are prohibited, as is graffiti and other forms of property damage.
- d. Students should use the basketball and tennis courts fairly and appropriately. All students should have reasonable access to the courts.
- e. Students should not be in the vicinity of vehicles, and must not under any circumstances, interfere with vehicles parked in or around school grounds. No games should be played near the cars. No ball games are allowed in the courtyard areas.
- f. Students must not have visitors in the school grounds without permission from one of the Assistant Principals.
- g. Report the presence of uninvited visitors to a duty teacher or an Assistant Principal immediately.

5. Out of Bounds Areas

Out of bounds areas to students:

- The complete Withers Way fence line with the exception of the section of the front of the school under the Lone Pine.
- The Ely Street fence line behind the bike shed, and classrooms 902, 903.
- The area between the post-wire fence and the boundary fence on the Western oval
- The western end of 400's wing, beyond and behind the 400's, and the garden areas
- Roofs, plant rooms, switchboard rooms, staffrooms and garden beds
- Junior school students –eastern side of the fence line of the front oval and the western fence line areas.
- Middle School and Senior School students are not permitted on the back or Western Oval.
- Middle School and Senior School students are not permitted in the Junior School Court yard area.
- All carparks
- The following areas are out of bounds to students unless they have been given specific permission, or it is part of their duties to be in that area:
 - staffrooms, classrooms, the bike shed, the hall, the changing areas and the entrance foyer and main entrance door.

6. Lockers

- a. Students are to take all equipment for each session – for classes before recess, recess to lunch, and after lunch to the end of the day.
- b. Lockers are provided for the security of students' property; they should not be interfered with by other students. The school has the right to access students' lockers.
- c. Students must not provide their locker combination to any other student, or write it down.

7. Appearance/Uniform

- a. Students are to choose clothing and footwear for the workplace. Their choice must reflect the working nature of the school. Items such as brief clothing (including bare midriffs, singlets, short shorts, low-cut tops), spike jewellery and clothing with offensive slogans and pictures are not suitable. Clothing and footwear should protect students from sun exposure. Thongs are not appropriate footwear. Slip-on shoes are unsuitable and sandals are discouraged and may prohibit students from participating in a wide range of subjects. Health and safety standards require protective clothing and solid footwear in some subjects.
- b. Uniforms are required for specified activities. They include such areas as band performances, debating performances, and overseas trips. As well as having uniforms for P.E classes and sporting events, students are expected to be equipped with sunscreen and to use it appropriately.

8. Excursions, camps and performances

Students are representing the school on excursions, camps and at performances. They need to be aware of the safety issues involved in these activities. Students must:

- Be polite and respectful to each other, their teachers and members of the public.
- Cooperate with instructions carefully; be dressed appropriately.
- Behave appropriately on the transport provided and participate in the activities provided.
- Use hats and bring and apply sunscreen for outdoor activities.

9. Vandalism or Theft

- a. Students must not damage school property, or student or staff property.
- b. Theft of school, student or staff property is a serious offence.

10. Harassment, Bullying and Intimidation

- a. Students must not physically, verbally or in any other way harass or bully other students, staff or other member of the school community at any time.
- b. Cyber bullying is prohibited. All students are required to complete the EHS "Safe Connections" agreement.

11. Prohibited substances

- a. It is illegal for students to have in their possession substances such as cigarettes, smoking materials, alcohol, illegal drugs, or to use any of these substances at school. Dangerous items – weapons such as knives, slingshots, cap-guns, laser-pointers – are banned.
- b. Thick felt pens, specifically permanent marking pens or paint pens and steel rulers (except for VCD enrolled students) are not to be brought to school because of the damage that they can cause to school property.
- c. Spray deodorants are not permitted at school.
- d. Prohibited items will be confiscated.
- e. Bags may be subject to searches by the Principal, an Assistant Principal, coordinator or teacher-in-charge of a camp or excursion. There should be reasonable grounds for the search, and these shall be explained to the student.
- f. Referral to the Police will occur in the relevant instances relating to prohibited substances.

Consequences

The consequences of engaged learning, and appropriate behaviour are positive and include:

- Feeling valued and cared for, with strong emotional engagement in the school culture
- Intrinsic motivation, resulting in enhanced learning and confidence
- Full participation in the academic, social and extracurricular activities of the school

Eltham High School fosters a cohesive and consistent response to poor attendance or to inappropriate behaviour. Consequences as outlined in the Student Engagement Policy are developed in consultation with and agreed on by representatives from the whole-school community, including students. Actions and consequences are incremental, in staged responses, except in cases where immediate danger to others is involved. Consequences have an educational role, with the aim of restoring relationships, improving conflict resolution skills, and modelling cooperative, constructive behaviours. Retaining the dignity of the student is paramount in applying consequences. Parents/carers, the Principal or Assistant Principals, sub-school coordinators, student well-being staff, and other relevant support workers may contribute to student support group meetings regarding the student with attendance issues, or whose behaviour is inappropriate.

Where others rights are infringed, or responsibilities not met, the school or classroom rules ignored and inappropriate behaviour displayed, consistent and fair consequences will be applied. Classroom teachers establish predictable, fair and democratic classrooms, and implement the school's Student Engagement Policy and the Student Code of Conduct. Students are responsible to the teacher and class for disruption of the positive learning environment. The consequences of unacceptable behaviour will vary according to the behaviour and the context. Students will be informed about the consequences that are most likely to result from breaking particular rules. As well as being breaches of school rules, some of these breaches may infringe existing legislation and may have legal consequences.

Teachers will initiate a graduated series of responses, supported by the sub-school coordinators, and the Principal class, and the Student Services Well-being Team.